VIRGINIA MENTORING
PARTNERSHIP

BUILDING BLOCKS FOR MENTORING PROGRAMS

AS YOU TAKE YOUR SEAT…

Talk to the person next to you about…

- How do you see mentoring fitting into the tiered systems of supports?

VIRGINIA MENTORING PARTNERSHIP

Vision

Every child who needs a mentor should have a mentor

Mission

To provide training and technical assistance to mentoring programs to increase the quantity & quality of mentoring relationships for youth in Virginia.
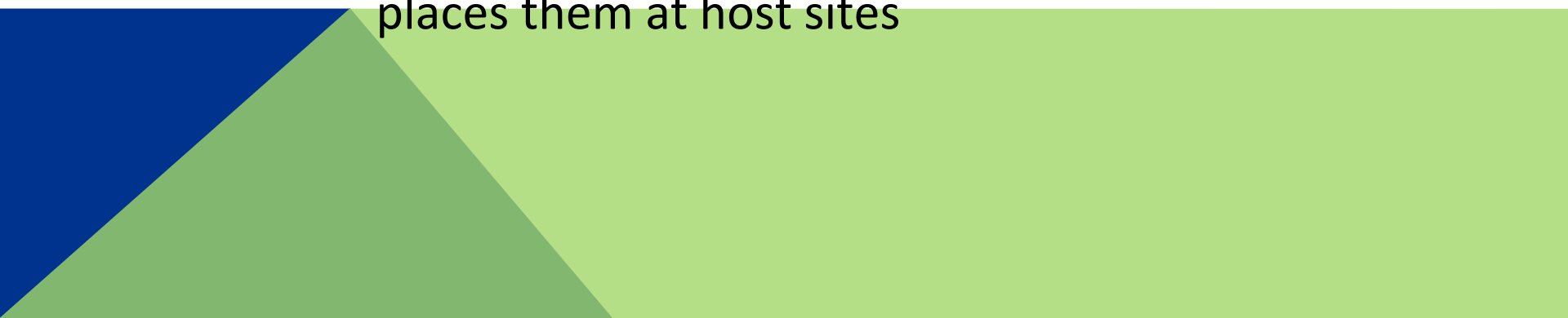
VMP SERVICES

Educate

- Provides training to new mentors and program staff

Strengthen

- Provides one-on-one consultation, to mentoring program staff or individuals on how to develop or enhance program design

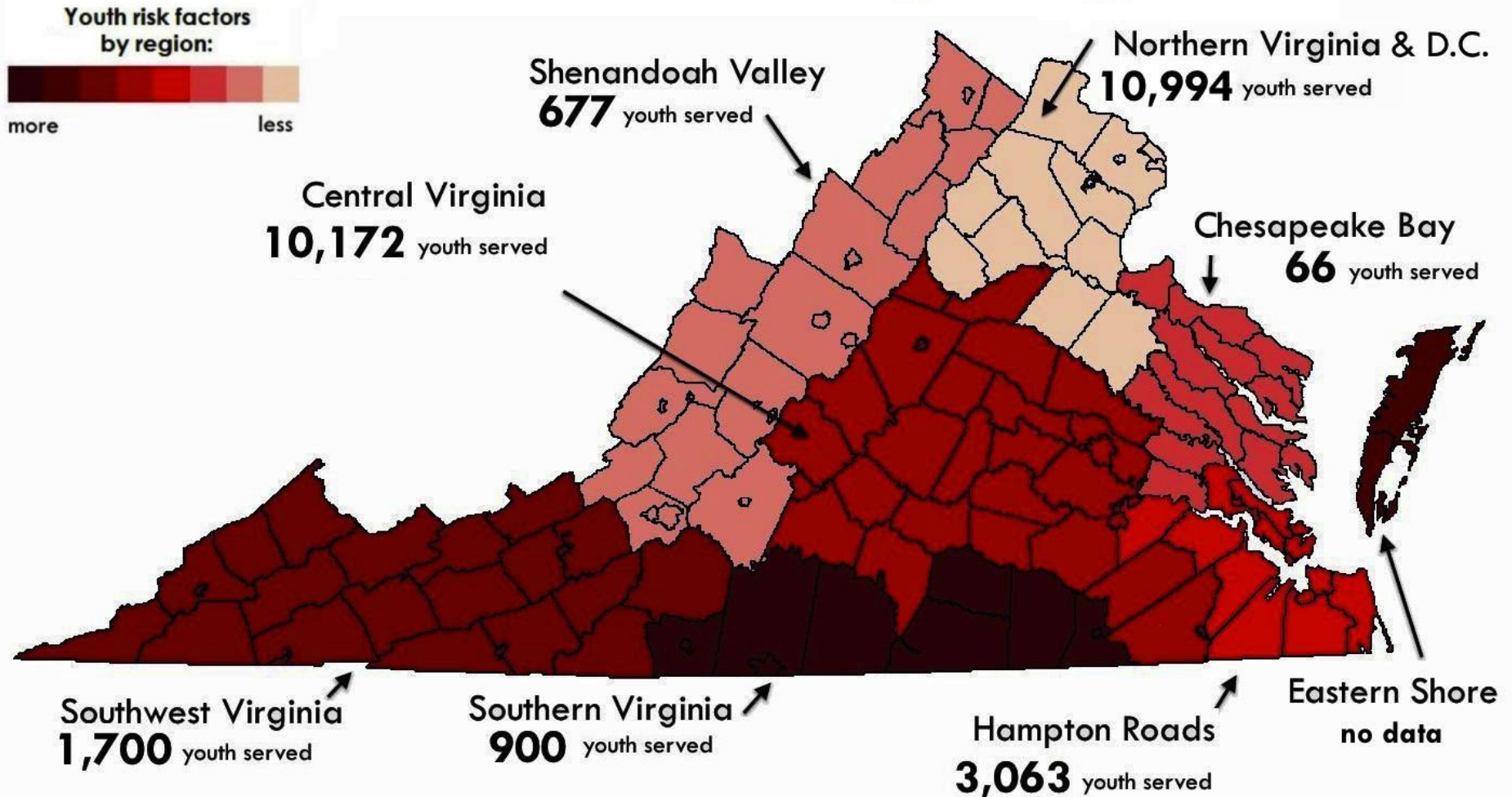**Build**

- Facilitates a quality assessment process to help programs achieve a nationally recognized set of standards
- Trains and coordinates AmeriCorps VISTA members and places them at host sites

OBJECTIVES

Participants will be introduced to:

- The need for mentoring
- Benefits of mentoring
- Research-based practices for designing, managing, operating, and evaluating a mentoring program

The State of Mentoring in Virginia

Youth risk factors by region:

more — less

Shenandoah Valley
677 youth served

Northern Virginia & D.C.
10,994 youth served

Central Virginia
10,172 youth served

Chesapeake Bay
66 youth served

Southwest Virginia
1,700 youth served

Southern Virginia
900 youth served

Hampton Roads
3,063 youth served

Eastern Shore
no data
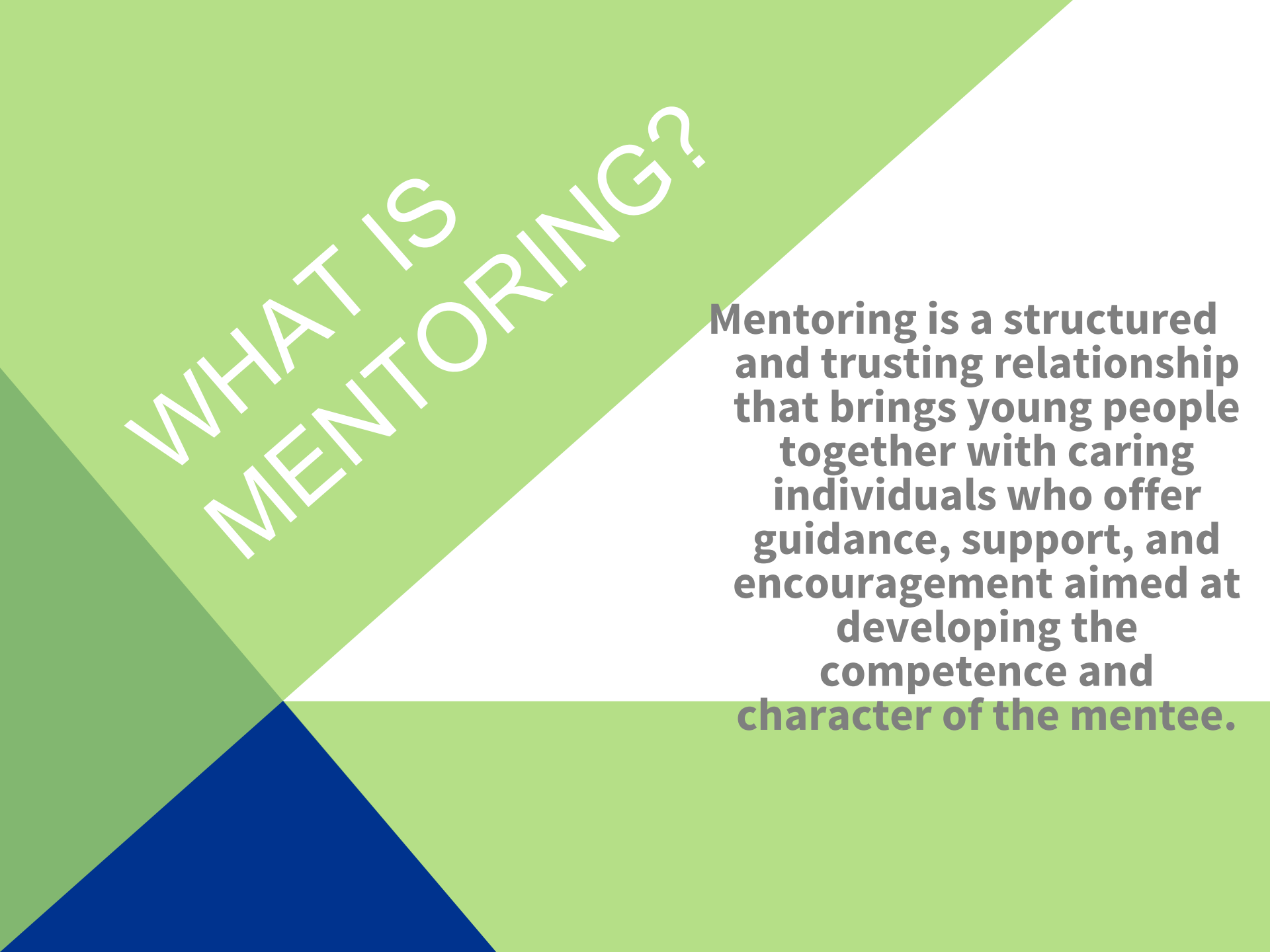
WHAT IS MENTORING?

Mentoring is a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support, and encouragement aimed at developing the competence and character of the mentee.

A Mentor Is…

A mentor is a person or friend who guides a less experienced person by building trust and modeling positive behaviors. An effective mentor understands that his or her role is to be dependable, engaged, authentic, and tuned into the needs of the mentee.

BENEFITS OF MENTORING

1. Encourages healthy life choices
2. Reduces depressive symptoms
3. Improves academic attitudes and grades
4. Strengthens family relationships
5. Improves minority college student success
6. Alleviates future costs on social services
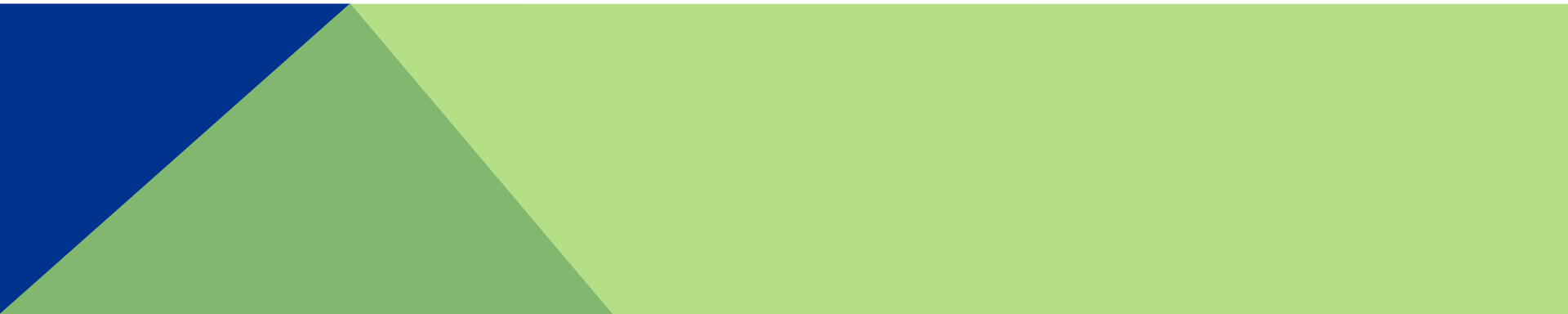
ASSESS THE NEED

1

- Is there a district-wide initiative?
- Who needs mentoring?
- What type of mentoring?
- What are your sources of mentors?
- When will the mentoring take place?
- Why mentoring as an intervention?

Mentoring Types

Traditional: one-to-one match

Group: one adult to 1-4 young people

Mentor/Tutor: one-to-one with academic focus

Peer: youth mentor younger youth

Team: adults mentoring in small groups of 1-4 youth

E-mentoring: one-to-one match; online communication

MISSION & VISION

2

- What will be different about the youth after participating in your program?

- What will you do to make sure that change happens?

BUILD SUPPORT

3

- Gain support from school/community
- Advisory Group or council
- Fundraising & Resource Development
- Consult with VMP

GET ORGANIZED

4

- Information Management
- Policies & Procedures
- Clarify roles for staff/volunteers

POLICY AND PROCEDURE
WORKBOOK FOR YOUTH MENTOR

Table of Contents

Mentor Job Description

The New Insights Mentoring Program of Winwood Heights helps to empower youth in our community to make positive life choices that enable them to maximize their potential. The mentoring program uses adult volunteers to commit to supporting, guiding, and being a friend to a young person for a period of at least one year. By becoming part of the social network of adults and community members who care about the youth, the mentor can help youth develop and reach positive academic, career, and personal
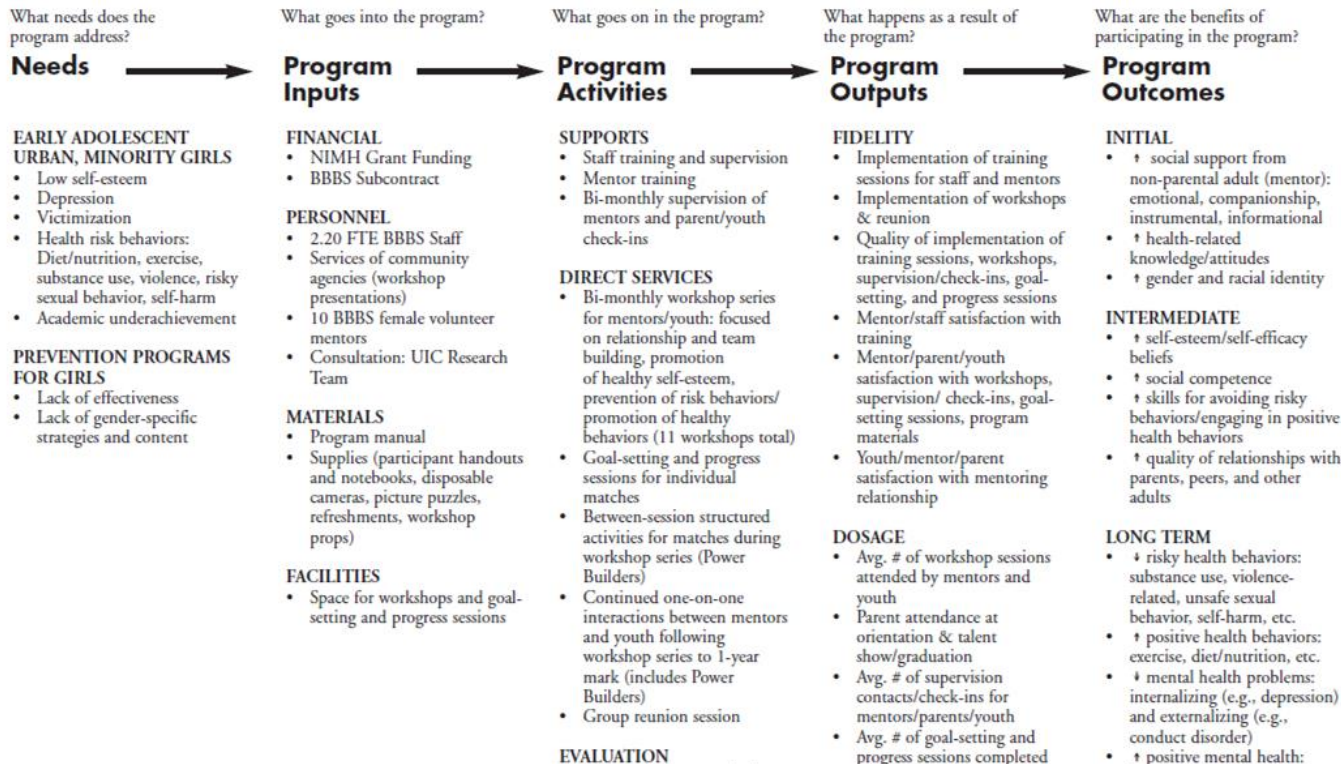
Screening Policy

Board Approval Date: _____
Revision Date: _____

It is the policy of the New Insights Mentoring Program that each mentor and mentee applicant complete a screening procedure. All staff members must be trained and required to carefully follow the screening procedures.

...dures are required for mentor and mentee
...ch applicant completes these established

...f current insurance coverage
...history, child abuse registry, sexual
...e performed in all states resided in as an

...program will be based upon a final
...pletion of the mentor or mentee screening
...l approval for an applicant's acceptance
...d to mentor applicants rejected from

Logic Model for GirlPOWER!*

What needs does the program address?	What goes into the program?	What goes on in the program?	What happens as a result of the program?	What are the benefits of participating in the program?
Needs	**Program Inputs**	**Program Activities**	**Program Outputs**	**Program Outcomes**

Needs

EARLY ADOLESCENT URBAN, MINORITY GIRLS
- Low self-esteem
- Depression
- Victimization
- Health risk behaviors: Diet/nutrition, exercise, substance use, violence, risky sexual behavior, self-harm
- Academic underachievement

PREVENTION PROGRAMS FOR GIRLS
- Lack of effectiveness
- Lack of gender-specific strategies and content

Program Inputs

FINANCIAL
- NIMH Grant Funding
- BBBS Subcontract

PERSONNEL
- 2.20 FTE BBBS Staff
- Services of community agencies (workshop presentations)
- 10 BBBS female volunteer mentors
- Consultation: UIC Research Team

MATERIALS
- Program manual
- Supplies (participant handouts and notebooks, disposable cameras, picture puzzles, refreshments, workshop props)

FACILITIES
- Space for workshops and goal-setting and progress sessions

Program Activities

SUPPORTS
- Staff training and supervision
- Mentor training
- Bi-monthly supervision of mentors and parent/youth check-ins

DIRECT SERVICES
- Bi-monthly workshop series for mentors/youth: focused on relationship and team building, promotion of healthy self-esteem, prevention of risk behaviors/ promotion of healthy behaviors (11 workshops total)
- Goal-setting and progress sessions for individual matches
- Between-session structured activities for matches during workshop series (Power Builders)
- Continued one-on-one interactions between mentors and youth following workshop series to 1-year mark (includes Power Builders)
- Group reunion session

EVALUATION

Program Outputs

FIDELITY
- Implementation of training sessions for staff and mentors
- Implementation of workshops & reunion
- Quality of implementation of training sessions, workshops, supervision/check-ins, goal-setting, and progress sessions
- Mentor/staff satisfaction with training
- Mentor/parent/youth satisfaction with workshops, supervision/ check-ins, goal-setting sessions, program materials
- Youth/mentor/parent satisfaction with mentoring relationship

DOSAGE
- Avg. # of workshop sessions attended by mentors and youth
- Parent attendance at orientation & talent show/graduation
- Avg. # of supervision contacts/check-ins for mentors/parents/youth
- Avg. # of goal-setting and progress sessions completed

Program Outcomes

INITIAL
- ↑ social support from non-parental adult (mentor): emotional, companionship, instrumental, informational
- ↑ health-related knowledge/attitudes
- ↑ gender and racial identity

INTERMEDIATE
- ↑ self-esteem/self-efficacy beliefs
- ↑ social competence
- ↑ skills for avoiding risky behaviors/engaging in positive health behaviors
- ↑ quality of relationships with parents, peers, and other adults

LONG TERM
- ↓ risky health behaviors: substance use, violence-related, unsafe sexual behavior, self-harm, etc.
- ↑ positive health behaviors: exercise, diet/nutrition, etc.
- ↓ mental health problems: internalizing (e.g., depression) and externalizing (e.g., conduct disorder)
- ↑ positive mental health:

10 MIN. BREAK

GET STARTED

5

- Recruitment: *If you build it, will they come?*

- Screening & Risk Management

- Orientation & Training

WHY RELATIONSHIPS DON'T WORK

Mentors expected more in the relationship	14%
Mentee expected too much	12%
Could not build rapport	9%
Not a good match	7%
Boundaries of relationship not clear	7%
Lack of staff support	7%
Disagreed with staff on program rules	6%
Ethical issues	4%
Problems with parents and family	3%
Young person resistant	3%

Mentoring in American 2005: A Snapshot of the Current State of Mentoring

BUILD & MANAGE RELATIONSHIPS

6

- Matching

- Monitoring & Support

- Closure

EVALUATE

7

- Evaluate
- Analyze
- Inform program practices

KEY POINTS

1. Take it slow. You'll need 6 months-year to plan.

2. Collaborate, don't duplicate.

3. Build a team (don't go it alone).

4. You can't do mentoring without mentors (focus most of your energy on recruiting, training, and supporting them)

5. Be clear about what mentoring can do.

CONTACT US!

Visit www.vamentoring.org for resources and to sign up for our mailing list

Contact us for technical assistance or to set up training:

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